



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Internal Assessment Resource

Digital Technologies Level 1

This resource supports assessment against:

Achievement Standard 91073 v1

Implement basic procedures to produce a specified digital media outcome

Resource title: 3D Game Map

4 credits

Student Name:

I declare that the material I have submitted for this unit or achievement standard is my own work and that I had no outside help from others in completing it. _____

(student to sign)

Comments:

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☐ Not Achieved ☐ Achieved ☐ Merit ☐ Excellence

DEPARTMENT USE ONLY

Internal Moderation Grade: _____ Signed: _____ Date: _____

If your grade differs from the mark given by the teacher, fill in the 'internal moderation' report.

Student Instructions

Introduction

This assessment activity requires you to skilfully and efficiently apply basic techniques to create a first person 3D game map that incorporates **original** audio file(s) with an **original** 3-Dimensional file. You will be assessed on:

- The extent to which your map meets the specifications.
- The manner in which you implement the step-by-step plan and apply techniques and testing procedures to create the map. Your independence, as well as your accuracy and efficiency, will be taken into account.

This is an individual task. You have **4 weeks** (20 hours) to complete this task. It needs to be submitted by **Friday the 14th of March**. Due to the nature of the task, there will be no re-assessment opportunity for this standard.

Task

Combine both original 3D and audio files to create a first person executable gaming map. Your assessment must include:

1. An **initial brief** – *what you have chosen to do; the theme; what resources you need; who your audience is;*
2. A saved original ***.wav** file used as a backing track for the game.
3. A saved original ***.unity** scene/project.
4. Build and Run your first person gaming map to create an independent ***.exe**.
5. A **final brief** with problems encountered; testing procedures; References/websites used during this assessment; annotated screen shot evidence (See Appendix A) – *application specific techniques used e.g. assets; objects; terrain; texturizing; specific to your application(s).*

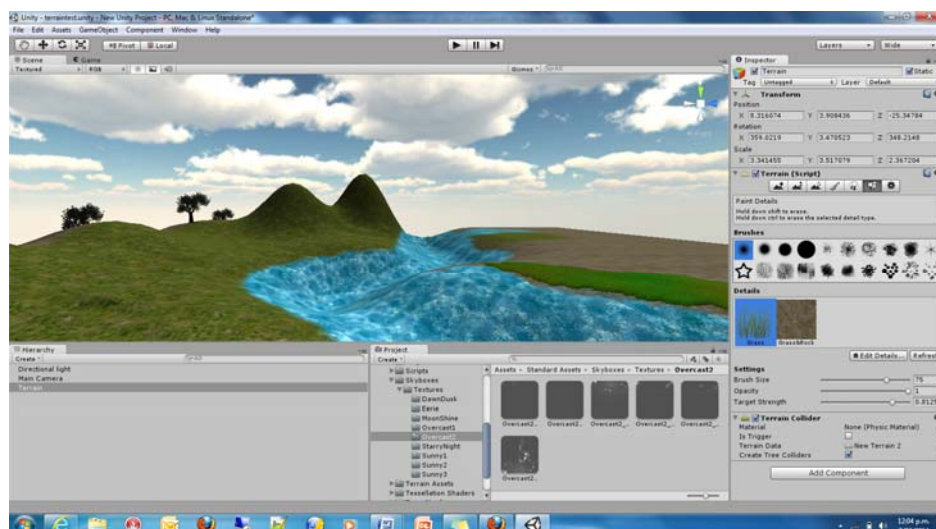
Minimum Specifications Checklist

The 3D game map has:

An original imported audio *.wav asset	
Map size dimensions at least 200 wide x 200 length x 400 height x 100 depth;	
At least one transformed objects <i>e.g. sphere; cube; plane; scaled; positioned; or rotated;</i>	
Use of at least three different topography brushes <i>e.g. raise and lower terrain height; paint height; smooth height; paint trees; paint details;</i>	
At least two different terrain textures and/or assets <i>e.g. trees, grass, water, sand, rocks;</i>	
Use of at least one environment setting <i>e.g. directional light, sun, sky or fog;</i>	
Use of a character controller <i>e.g. 1st or 3rd person view;</i>	
Build and run for a Windows/Mac standalone platform *.exe	

Appendix A – Annotated screenshots:

Use the Snipping Tool that comes with Windows 7, and Microsoft Word 2007. Take screenshots of your 3D map and write a description of as many of the features used in this project. Refer to the marking schedule on the last page for a list of Achieved, Merit or Excellence features. e.g. the minimum specifications above are for Achieved.



This screenshot shows the Inspector Window and the grass textures I imported into the terrain for better detail.

Assessment schedule: Digital Technologies 91073 - 3D Game Map

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has implemented basic procedures to produce a 3D game map. They have:</p> <ul style="list-style-type: none"> • Applied a set of techniques to produce a 3D game map. <i>E.g. the student created an appropriately scaled map at least 200x200 units with multiple terrain brushes to create an appropriate terrain; Evidence of at least two different texture brushes and one environmental setting e.g. sky box.</i> • Used the appropriate features of digital media software to edit and integrate audio and animation to create a 3D game map. <i>E.g. The student has annotated evidence of 3 or more application features including – transformed objects; imported assets; topography brushes; terrain textures; character controller; environmental settings; Build settings; Imported audio;</i> • Applied formatting techniques and design elements as appropriate to the media type. <i>E.g. The student has written a description of the theme for their map; Chosen appropriate topography, textures and environmental settings; Imported appropriate audio that complements the mood of the map e.g. A sunny sky with lighter sound effects; Scale and spacing between objects/assets appropriate to the terrain;.</i> • Applied data integrity and testing procedures to ensure the outcome meets the specifications. <i>E.g. The student has a final brief that identifies any problems encountered and how they resolved these; They addressed all major issues; Minor inaccuracies not corrected.</i> • Followed legal, ethical, and moral responsibilities as appropriate. <i>E.g, The student has included a reference to any websites they referred to during this project including youtube tutorials and/or website to create audio content; A student disclaimer</i> 	<p>The student has skilfully implemented basic procedures to produce an animated story. They have:</p> <ul style="list-style-type: none"> • Completed all evidence with Achievement plus... • Shown accuracy in the application of techniques and testing procedures. <i>E.g. The student has completed a 3D game map that runs as intended, including:</i> <ul style="list-style-type: none"> • Annotated evidence of 5 or more application features used to create the digital outcome e.g. <i>transformed objects; imported assets; topography brushes; terrain textures; character controller; environmental settings; Build settings; Imported audio;</i> • Appropriate design of objects and terrain topology e.g. <i>scale, rendering, proximity;</i> • Effective selection of paint textures to complement the scenes theme e.g. <i>rocky; grassy; water;</i> • Default settings modified e.g. <i>color; scale; brush sizes.</i> • Varied use of terrain textures for increased detail e.g. <i>sandy floor under water; grassy textures on cliff edges.</i> • Shown independence with regard to decision making in the application of techniques, design elements and testing procedures. <i>E.g. The student required minimal support from the teacher or fellow classmates and made decisions independently, using online support effectively.</i> <p>They may not have always used the optimal tool in the optimal way, but they needed no direct assistance to:</p> <ul style="list-style-type: none"> • Import and/or create objects/assets/audio; • Build and run the correct exe • Apply a range of formatting techniques and design elements • Test the map to ensure that it runs correctly. 	<p>The student has efficiently implemented basic procedures to produce an animated story. They have:</p> <ul style="list-style-type: none"> • Completed all evidence with Merit plus... • Undertaken techniques and procedures in a manner that economises the use of resources in the movie's production and use. <i>E.g.</i> • The student created a fully functional executable in a straightforward, deliberate manner. • Selected and used the most efficient tools, features, techniques and resources at each stage, not resorting to a trial-and-error approach. • The gaming map runs as intended, with no errors, lag, glitches or design flaws. • Differentiated file management/naming conventions utilised with project/scene(s) and/or objects/assets. • Refined detail given to the design and/or layout of the topology, environment and audio settings to enhance the realism of their 3D setting. <i>e.g. directional lighting; shadows; Depressions in terrain; Opacity settings; Detailed meshes; Rendering settings;</i> • Student may have added an interactive component to their 3D map, additional to the character controller e.g. <i>platform challenge varying in degrees of difficulty.</i>

<i>has been signed to verify the authenticity of their digital media outcome;</i>		
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